

## CONFORMITY OF THE LEARNING IMPLEMENTATION PLAN (RPP) WITH LEARNING IN THE CLASSROOM

Luma'ul 'Adilah Hayya'  
[lumaulhayya@gmail.com](mailto:lumaulhayya@gmail.com)

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

**Abstract.** The Learning Implementation Plan has an important role in the implementation of learning. This study aims to determine the suitability of the contents / components of the RPP from six teachers from different madrasahs and different levels with the contents / components of the RPP in the 2013 Curriculum. Compatibility between the rpp made by the teacher and the implementation of learning in the classroom. Data collection was carried out at MIN 3 Purbalingga, MIM Kebutih, and MIMA Penaruban using qualitative methods using interview, documentation, and observation data collection techniques. Data analysis is carried out by reduction, recitation, and withdrawal of traceability. Based on the results of the analysis that has been carried out, the level of conformity of the contents / components of the Learning Implementation Plan with the 2013 Curriculum is 100% with category criteria is very appropriate. However, it is not in accordance with the Permendikbud. The suitability between the teacher's Learning Implementation Plan and the implementation of learning in the classroom has a percentage of 88.3% with appropriate criteria. The discrepancy contained in the implementation of learning lies in the delivery of scope, delivery of assessment techniques, methods, media, and learning resources that are not carried out properly.

**Keywords:** RPP; Curriculum, Implementation of Learning.

### INTRODUCTION

Madrasah plays a very important role in the development of the quality of education in the current era of globalization. Madrasah also has a role in improving human resources. The increasing quality of education in madrasahs is expected to provide *outuputs* that are able to compete with the outside world. There are two aspects that the benchmark for madrasahs can be said to be superior. The first is academic and the second is non-academic. Academics are obtained from the quantity obtained by learners. The higher the score obtained, the higher the academic achievement. Non-academic aspects can be obtained through the achievements of students in the field of organization.

According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation and state. Teachers have a very important role in improving education in the academic field of students. Teachers have 4 competencies

that must be met, one of which is paedagogic. Professional competence requires teachers to be able to plan, implement, and evaluate learning activities properly (Sa'bani, 2017) . As was revealed by Ki Hadjar Dewantara who teaches the Tri Center Education system, namely schools, families and communities. We cannot ignore this concept of the Tri Center casually (Wardani, 2010). A good teacher will create a learning plan for their students in order to get maximum academic achievement. The learning design used is now called the Learning Implementation Plan (RPP). The design must of course be adjusted to the existing curriculum. Indonesia has made several curriculum changes. The latest curriculum is the 2013 curriculum. Where the 2013 curriculum provides some new colors in the world of education. One of them is where in the 2013 curriculum the teacher is no longer a source of information that only conveys material to students and students also does not just sit in a chair while receiving material from the teacher. Currently, the 2013 curriculum makes students participate and be active in learning or now more famous for the *student center*, in the 2013 curriculum learning, of course, it uses a variety of strategies and methods that are able to make students interested. As Paulo Freire offers that teaching and learning activities are not like piggy banks that position mu rid as a piggy bank and money as knowledge, but education must let the learner explore what he or she enjoys and is interested in. Some of the components that must be contained in the learning design are teaching materials, learning activities, learning media, and learning evaluation. This component is currently integrated into one element, namely the Learning Implementation Plan (RPP). Currently, rpp is not unfamiliar, every teacher is required to prepare rpp before carrying out learning. Rpp is expected to be able to make it easier for teachers to carry out classroom learning. Rpp can be used as a guide by teachers in carrying out learning in the classroom (Sendy Robikhah, 2018). A good RPP is certainly designed according to the circumstances and needs of students who have been adjusted to the KI, KD, and the material to be delivered (Astika Bangun, 2017). A good RPP will certainly be interesting for students (Gustiansyah et al., 2020)

Previously, researchers had carried out observations in one of the private madrasas. One class consists of two classes, with the same Learning Implementation Plan (RPP). Each class certainly has different conditions, whether it is from the aspect of understanding, concentration, or interaski. Teachers cannot force the situation of students to follow the lesson plan that has been made. When circumstances do not support carrying out learning according to the design made, the teacher must be creative in turning learning into something interesting for students so that the core material is still conveyed properly. Learning in rombongan belajar one is not in accordance with the rpp made, nor is it with rombongan belajar two. With this situation, researchers are interested in conducting research related to the suitability of rpp with the implementation of learning in the classroom, be it in public or private madrasahs. Researchers hope that with this research, young teachers in the current era will be able to make rpp and be appropriate when implementing it in learning.

## RESEARCH METHODS

In carrying out this research, researchers use *field research* using qualitative descriptive methods. The research will be conducted in three madrasahs, first in MIN 3 Purbalingga, second in MI Ma'arif NU Penaruban, and the third in MI Muhammadiyah Kebutuh. The information in this study is one upper-class teacher, and one lower-grade teacher in each madrasa. Data collection will be carried out using three methods, namely, observations that will be carried out by researchers directly during learning, interviews, and documentation

which can be done directly in madrasahs or through intermediary media, namely *WhatsApp*. Data analysis is carried out using three ways, first is data reduction, second is data presentation, and the third is drawing conclusions (Sugiyono, 2018).

## RESULT AND DISCUSS

### 1.1 Completeness of Contents or Components of the Learning Implementation Plan (RPP)

Researchers analyzed the RPP documents in the form of contents and components at each level of the madrasah. Based on observations from a conducive school, learning in pun classes is going quite well. Each teacher has documents that must be completed before carrying out learning, one of which is the lesson plan. Researchers analyzed the suitability of the rpp made by the teacher with the curriculum used, namely the 2013 curriculum. The analysis has been listed in the following table:

Aspek / Guru	MIN 3 Purbalingga		MIM Kebutuh		MIMA Subscribing	
	K. 1	K.6	K. 1	K.6	K.1	K.6
1. RPP	V	V	V	V	V	V
a. School identity						
1) School name	V	V	V	V	V	V
2) Themes/subthemes	V	V	V	V	V	V
3) Classes / semesters	V	V	V	V	V	V
4) Time allocation	V	V	V	V	V	V
5) Subject matter	V	V	V	V	V	V
b. Core Competencies	V	V	V	V	V	V
c. Basic Competencies	V	V	V	V	V	V
d. Achievement Indicators	V	V	V	V	V	V
e. Learning Objectives	V	V	V	V	V	V
f. Learning Materials	V	V	V	V	V	V
g. Learning Methods	V	V	V	V	V	V
h. Learning Media	V	V	V	V	V	V
i. Learning Resources	V	V	V	V	V	V
j. Learning Steps	V	V	V	V	V	V
1) Introduction						
a) Student conditioning	V	V	V	V	V	V
b) Associating the previous material	V	V	V	V	V	V
c) Apperception	V	V	V	V	V	V
2) Core Activities						
a) Observing	V	V	V	V	V	V
b) Questioning	V	V	V	V	V	V
c) Collecting Information	V	V	V	V	V	V
d) Formulating the problem	V	V	V	V	V	V
e) Communicate	V	V	V	V	V	V

Conformity Of The Learning Implementation Plan (Rpp) With Learning In The Classroom  
Luma'ul 'Adilah Hayya'

3) Final words						
a) Drawing conclusions	V	V	V	V	V	V
b) Assigning tasks	V	V	V	V	V	V
k) Assessment of learning outcomes						
1) Assessment techniques	V	V	V	V	V	V
2) Instrument Form	V	V	V	V	V	V
3) Scoring guidelines	V	V	V	V	V	V
4) Remedial and enrichment	V	V	V	V	V	V
<b>Sum</b>	28	28	28	28	28	28
<b>Percentage</b>	100	100	100	100	100	100
<b>Average</b>	100 % (Compliant)					

**Table. 1.** Completeness of RPP Components

Based on the table above, it can be concluded that the rpp owned by each teacher is in accordance with the 2013 curriculum. Namun for the learning component is not in accordance with the rules made by the Permendikbud, where in the P ermendikbud rules there are no core competencies listed in the RPP. Teachers have compiled rpp in order so that it can provide convenience for readers. This is in accordance with what has been done by Raihan Mahmuda who said that 77.2% of teachers are able to master rpp design well (Mahmuda, 2015).

## 1.2 Compatibility of RPP with the Implementation of Learning

The Learning Implementation Plan (RPP) document that has been made by the teacher as much as possible is used as a guide in the implementation of learning and must be carried out properly as written in the Learning Implementation Plan (RPP) document.

The Learning Implementation Plan (RPP) designed by the six teachers from each different madrasah does not have a component that is not implemented. Each component should be carried out properly, this will make the learning objectives and material delivery easily understood by students. One RPP is used for one meeting. Research on the suitability between rpp and the implementation of learning in the classroom is carried out in accordance with the meetings listed in the teacher's lesson plan. The learning process takes place well. The following is a table of the suitability of the contents of the components created and used by the teacher with the implementation in the classroom.

Conformity Of The Learning Implementation Plan (Rpp) With Learning In The Classroom  
Luma'ul 'Adilah Hayya'

Aspect / Teachers	1	2	3	4	5	6
<b>A. Introduction</b>						
1. Conditioning students	√	√	√	√	√	√
2. Discussing the competence to be achieved	√	√	√	√	√	√
3. Discussing the competencies learned	√	√	√	√	√	√
4. Convey an outline of the scope of the material	√	√	√	√	√	√
5. Communicate the scope and techniques of assessment	-	√	-	√	-	-
<b>B. Core</b>						
1. Teacher mastering the learning material well	√	√	√	√	√	√
2. Teacher using engaging learning methods	√	√	√	√	-	-
3. Teachers use interesting learning tools / media	-	-	√	-	-	-
4. Teachers use learning resources that are in accordance with the material	√	√	√	-	-	-
5. Teachers create an interactive and fun classroom atmosphere	√	√	√	√	√	√
6. Teacher gives an interesting example and relates to everyday life	√	√	√	√	√	√
7. Teacher ask students questions	√	√	√	√	√	√
8. Teacher gives students the opportunity to ask questions and express opinions	√	√	√	√	√	√
9. Students actively participate	√	√	√	√	√	√
10. Teacher give guidance to siswa	√	√	√	√	√	√
11. Teacher uses time efficient	√	√	√	√	√	√
12. Teacher conducts assessments in the teaching and learning process	√	√	√	√	√	√
<b>C. Cover</b>						
1. The teacher guides the students to discuss and make conclusions	√	√	√	√	√	√
2. Teachers assign tasks to students	√	√	√	√	√	√
3. Teachers present upcoming learning objectives	√	√	√	√	√	√
<b>Sum</b>	18	19	19	18	16	16
<b>Percentage %</b>	90	95	95	90	80	80
<b>Average</b>	88,3					

**Table. 2.** Implementation of RPP with Learning

The components listed in the RPP are in accordance with the 2013 Curriculum, which already contains three core components, namely Learning Objectives, Learning Activities, and Learning Assessment (Evitasari et al., 2021). However, it turns out that the suitability of the RPP is not in accordance with learning. The learning carried out by the six teachers from each madrasah which is the object of research conducted by researchers has not been carried out properly, in another sense there are several steps and components in learning that are not in accordance with the rpp design that has been made. The table and analysis explain that each

teacher has a different level of application, namely 2 teachers have 80% presentations, 2 teachers have 90% presentations and 2 teachers have 95% presentations with an average of 88.3%. The average results obtained by the six teachers from different madrasahs were appropriate even though there were learning activities that were not carried out properly.

Based on Table 2, the implementation of the Learning Implementation Plan with the learning process carried out by the teacher has an average of 88.3% with criteria in accordance with the 2013 Curriculum. This compatibility is because the aspects contained in the RPP are carried out in the teaching and learning process properly. These component aspects have a total of 20 aspects that are used as a reference in the analysis of learning implementation which consists of three learning activities, namely preliminary activities, core activities, and closing activities. Based on the results of researchers' observations made in the classroom during the learning process, the first teacher has not been able to complete the process of activities contained in the rpp because of the limited media used and does not convey the scope or assessment techniques that will be used in learning. The media and scope of the assessment are very influential for students in achieving a learning goal that has been well planned by the teacher. The media will attract attention and make it easier for students to understand the material provided by the teacher. The second teacher does not use interesting media and lacks or limitations of the tools / materials used to convey the learning material interestingly. In the learning process and the budget of infrastructure must be met for learning purposes. Facilities and infrastructure will support the quality of the learning itself. The third teacher did not convey the scope of the material to be taught, as well as how the assessment process would be carried out. The delivery of the scope and assessment techniques will make it easier for students to understand the process of learning activities that they will get. The fourth teacher did not use media and resources that were in accordance with the rpp design he had made, this was due to the situation of students in the classroom who did not allow them to use these media and resources. However, the teacher is able to overcome problems that occur in the classroom during learning. He continued to use the media, but not in accordance with the design contained in the RPP. Likewise with the learning resources used. The fifth and sixth teachers in the same madrasa did not convey the scope and technique of the assessment, and then did not use methods, media, and learning resources that were in accordance with the rpp design he made. This is due to the situation of students, as well as the situation of madrasahs that have not been able to facilitate teachers in making good media for learning, so they make rpp only limited to formalities as a complement to school administration.

## CONCLUSION

Based on the results of research conducted or carried out in the previous chapter, it can be concluded as follows: The content or components of the Learning Implementation Plan (RPP) made by each teacher are in accordance with those contained in the 2013 Curriculum with an average of 100%. The content of the components made by each teacher is very appropriate because each component made is similar, clear, and sequential to the content or components contained in the 2013 Curriculum. However, it is not in accordance with the instruments set by the Permendikbud because it still lists the core competencies in the RPP. The implementation of learning activities with those contained in each teacher can be categorized according to the average of 88.3% of each teacher having a percentage of 80,

Conformity Of The Learning Implementation Plan (Rpp) With Learning In The Classroom  
Luma'ul 'Adilah Hayya'

90% and 95%. The results of the analysis from the first teacher who has a suitability of 90% there are several learning processes that are not carried out such as the teacher does not convey the scope, assessment techniques, and media that will be used during the teaching and learning process. Meanwhile, the results of the analysis from the second teacher who had the suitability of learning implementation by 95% did not implement and did not use learning media that attracted students in the teaching and learning process. The results of the third teacher analysis did not convey the scope and technique of assessment in learning. The results of the fourth teacher's analysis did not use media and learning resources. The fifth and sixth teachers did not convey the scope and technique of the assessment, and the methods, media, and sources did not correspond to the rpp created. The same obstacle between the two six teachers is found in the learning media because it is incomplete and has not been fulfilled all the facilities contained in each class. Of the 20 aspects of the implementation of learning, there are 8 aspects that are carried out and 12 aspects that are not carried out from each teacher in 3 different madrasahs.

## REFERENCES

- Astika Bangun, T. (2017). ANALISIS KESESUAIAN ANTARA KOMPONEN RPP BAHASA INDONESIA KELAS VII DI SMP NEGERI 14 LANGSA DAN KURIKULUM 2013. *Jurnal Edukasi Kultura: Jurnal Bahasa, Sastra Dan Budaya*, 4(1), 1–20.
- Evitasari, A. D., Musyadad, F., & Sholihah, F. (2021). KESESUAIAN RPP TEMATIK INTEGRATIF DENGAN SURAT EDARAN NOMOR 14 TAHUN 2019. *Jurnal Ilmiah Pendidikan Dasar*, 8(1), 18–34.
- Gustiansyah, K., Maulidatis Sholihah, N., & Sobri, W. (2020). Pentingnya Penyusunan RPP untuk Meningkatkan Keaktifan Siswa dalam Belajar Mengajar di Kelas. *DAROTUNA: Jurnal of Administrative Science*, 1(2), 81–94.
- Mahmuda, R. (2015). PERSEPSI GURU DALAM MERANCANG RPP KURIKULUM 2013 (Deskriptif Kuantitatif di SLB Se-Kota Padang). *Jurnal Penelitian Pendidikan Khusus*, 4(3), 391–402.
- Sa'bani, F. (2017). Peningkatan Kompetensi Guru dalam Menyusun RPP melalui Kegiatan Pelatihan pada MTs Muhammadiyah Wonosari. *Jurnal Pendidikan Madrasah*, 2(1), 13–22.
- Sendy Robikhah, A. (2018). Paradigma Pendidikan Pembebasan Paulo Freire Dalam Konteks Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 1(1), 1–16.
- Sugiyono. (2018). *METODE PENELITIAN KUANTITATIF KUALITATIF DAN R&D* (Sutopo (ed.); 2nd ed.). Alfabeta,cv.
- Wardani, K. (2010). PERAN GURU DALAM PENDIDIKAN KARAKTER MENURUT KONSEP PENDIDIKAN KI HADJAR DEWANTARA. *Proceedings of The 4th International Conference on Teacher Education; Join Conference UPI & UPSI*, 230–239.